

## Task information

- In this task there is a text with ten gaps (plus one example).
- At the end of each line with a gap you will see a word in capital letters, e.g. *USE*.
- You have to form a new word based on the word in capitals to fill the gap. So from *USE*, you might form *useful*, *usefully*, *usefulness*, *useless*, *user*, *usage*, etc.
- You need to decide what kind of word goes in the gap – an adjective (e.g. *strong*), a verb (e.g. *strengthen*), a noun (e.g. *strength*) or an adverb (e.g. *strongly*).
- You must spell each word correctly to get the mark – US and UK spellings are both accepted.
- You need to know how prefixes and suffixes are used in forming words – you might add the prefix *im-* to *PERFECT* to make *imperfect*, for example, or the suffix *-ion*, to make *perfection*, or even both to make *imperfection*.
- You need to know about compound words in English – *kind-hearted*, *cold-hearted* and *hard-hearted*, for example, are compound adjectives (formed by combining two words).
- You also need to think about the meaning of the text – if the gap needs an adjective, should it be positive (e.g. *comfortable*, *useful*) or negative (e.g. *uncomfortable*, *useless*), for example?

## Useful language: identifying parts of speech

- 1 What part of speech is needed to complete each gap – an adjective, an adverb, a verb or a noun? How do you know? Suggest a word that could fill each gap.

Sandilands is one of the most (1) ..... schools in the country. A few years ago it hit the (2) ..... because of its appointment of a new and rather controversial head. Since then scarcely a month has gone by when it has not (3) ..... in the news for some (4) ..... or another. But if you visit the school there is every likelihood that you will be (5) ..... astonished by what you see.

- 2 Complete this table. The first row has been completed as an example.

| noun                      | verb    | adjective                   | adverb                        |
|---------------------------|---------|-----------------------------|-------------------------------|
| comparison                | compare | comparative, (in)comparable | comparatively, (in)comparably |
| (in)stability, stabiliser |         |                             |                               |
|                           |         | high                        |                               |
| power                     |         |                             |                               |
|                           | observe |                             |                               |
|                           | develop |                             |                               |
| doubt, doubter            |         |                             |                               |

**Tip!** When you learn a new word use a good dictionary to find out what other words are in the same word family (e.g. *broad*, *broaden*, *breadth*, *broadly*, *broadminded*, etc. = a word family).

**Tip!** Learning about prefixes and suffixes will also sometimes help you work out the meanings of words you don't know, which can be useful for the Reading and Listening Papers.

## Useful language: understanding suffixes

- 1 Here are just a few of the suffixes used in English. Complete the table with some examples.

| suffix  | effect                   | meaning   | examples  |
|---------|--------------------------|---|---|
| -er, or | makes a noun from a verb | person who does something<br>object that does something | <i>fighter</i> ; <i>commuter</i> ; <i>sailor</i> ;<br><i>infiltrator</i> ;<br><i>computer</i> ; <i>hair-dryer</i> ; <i>processor</i> ;<br><i>compressor</i> |

| suffix | effect   | meaning  | examples |
|--------|--|--|----------|
| -dom   | makes a noun from another noun or an adjective | state or condition<br>realm or territory       |          |
| -ee    | makes a person noun from a verb                | person affected by the verb                    |          |
| -en    | makes a verb from an adjective                 | cause to have a quality                        |          |
| -hood  | makes an abstract noun from a people noun      | the state of being a particular type of person |          |
| -less  | makes an adjective from a noun                 | being without something                        |          |
| -ment  | makes a noun from a verb                       | process or result of making or doing something |          |
| -proof | combines with a noun to form an adjective      | cannot be harmed by                            |          |

**2 Make new words from the words in CAPITALS at the end of each line to complete the sentences. The words all use a suffix from Exercise 1.**

- The writer spent his ..... in a quiet seaside village.
- We were so busy at work that there was no time to suffer from .....
- Can you lend me your penknife – I just need to ..... my pencil.
- We had four good applicants for the job so it was hard to decide who would make the best .....
- It was very ..... of you not to give Sue a call on her birthday.
- The presidential car will, of course, be completely .....
- The morning trains to the city are always packed with .....
- We are looking for staff who will offer total ..... to the company.

BOY  
BORE  
SHARP

APPOINT  
THINK  
BULLET  
COMMUTE  
COMMIT

**Useful language: understanding prefixes**

**1 Match the underlined prefixes in these sentences to the meanings of the prefixes in the box. Then explain the meanings of the words with the underlined prefixes.**

- Luke's very late – I guess he must have overslept again.
- The teacher asked us to rewrite the exercise correcting all our mistakes.
- We underestimated the amount of money we would spend on holiday.
- There have been a number of anti-government demonstrations in the last year.
- The little boy excitedly unwrapped the parcel.
- It's very irresponsible to go climbing without letting anyone know your plans.
- Unfortunately, this work is sub-standard.
- Fletcher thought he had scored but the goal was disallowed by the referee.

|       |          |            |
|-------|----------|------------|
| again | not      | against    |
| not   | below    | not enough |
| not   | too much |            |

**2 Suggest three more examples for each of the prefixes in Exercise 1.**

**3 Make new words from the words in CAPITALS at the end of each line to complete the sentences. The words all use a prefix from Exercise 1. You may need to add a suffix as well.**

- We had an unusually cold winter with ..... temperatures for two months.
- We all ..... his story – it just didn't seem at all plausible.
- Teachers sometimes complain of being ..... and overworked.
- Students often tend to be a bit ..... but they usually become less radical with age.
- I'm sorry to be so ..... – I'd like to think things over for another day or two.
- George means well but his contributions to our meetings are often rather .....

ZERO  
BELIEVE  
PAY  
ESTABLISH  
DECIDE  
HELP

### Action plan

- 1 Read the title and, if there is one, look at the picture – these tell you the topic of the text.
- 2 Read the whole text through before filling any of the gaps.
- 3 For each gap think about what part of speech is needed – a noun, verb, adjective or adverb.
- 4 When you've completed the task, read through the text to make sure it makes sense.
- 5 Check you have spelt the words you write correctly.
- 6 At the end of the test, carefully transfer your answers (using CAPITAL LETTERS) to the answer sheet.

Follow the exam instructions, using the advice to help you.

For questions 28–37, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (0).

**Tip!** There are often clues both *before* and *after* the gap.

**Tip!** If an adjective or adverb is needed, remember to think about whether it has a positive or a negative meaning.

Example:

|   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|
| 0 | D | E | N | S | E | L | Y |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|

### Evidence of ancient towns found in Amazon

Satellite images of the Upper Amazon Basin have revealed interesting new information about the area. Dozens of ancient, (0) ..... packed towns arranged in an organised pattern have been mapped. Scientists say the repeated patterns noted within these (28) ..... suggest a highly ordered way of life. The isolated tribes that remain in the Amazon today are the last (29) ..... of these once great societies, according to the theory. If this theory is correct, then it is anticipated that it will provide scientists with (30) ..... that will (31) ..... help better protect the indigenous populations remaining in the Amazon.

Between the towns, which today are almost completely (32) ..... , was a patchwork of fields for crops along with ponds which were in all (33) ..... used for fish farms. The structure of these towns is similar to that (34) ..... by planner Ebenezer Howard who proposed the (35) ..... of 'garden cities'. Now these Amazonian 'garden cities' have been found, scientists must study them closely in the hope of finding a possible (36) ..... to the modern system of town-building which is destroying vast reaches of the Amazon and (37) ..... the last of the region's indigenous tribes.

DENSE

SETTLE

SURVIVE

SIGHT

DOUBT

GROW

LIKELY

VISION

DEVELOP

ALTER

PLACE

### Advice

**28, 29, 30** Is a singular or a plural word required?

**31** Is a positive or a negative word likely to be needed here?

**32** Which prefix is needed here (meaning 'too much')?

**33** Which suffix is required here?

**34** Which prefix is needed?

**35** Do you need a noun here relating to people or an abstract idea?

**36** Do you need a singular or a plural here?

**37** What form is required? And which negative prefix?

### Follow-up

Would you want to add any other tips relating to this part of the test?